DOCUMENT RESUME

ED 443 884 TM 031 529

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TITLE Assessment! The Foundation to This Performance/Field-Based Teacher Preparation Program.
PUB DATE 2000-00-00
NOTE 17p.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Field Studies; Graduate Students; Higher Education; Performance Based Assessment; *Portfolio Assessment; *Preservice Teachers; *Student Evaluation; Teacher Certification; *Teacher Education; Undergraduate Students
IDENTIFIERS Central Washington University

ABSTRACT

This report describes the assessment practices of the undergraduate performance and field-based teacher preparation programs of Central Washington University. The undergraduate program involves 2-year programs for elementary school teacher candidates in 3 school districts. Portfolios are used in this program as a means of authentic assessment and reflection in evaluating the effectiveness of a teacher candidate. The university also has piloted a 1-year master's certification teacher preparation program that allows candidates with endorsable bachelor's degrees in content area disciplines to focus on certification pedagogy. Assessment in this program focuses on program standards, the yearlong internship, reflective journals, the master's thesis or project, and the portfolio. The assessment strategies for both programs are designed to provide a web of interconnected opportunities for students to demonstrate developmental progress. A result of these programs is that beginning teachers have experienced much of what would make up the induction year of most first-year teachers. Appendixes contain a list of Washington state teacher preparation standards, two additional standards for teacher preparation developed at Central Washington University, a matrix template used in student evaluation, and a specific learning capacity matrix template. (SLD)

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Assessment! The Foundation to this Performance/Field-based Teacher Preparation Program

By Steve Schmitz, Cindy Veilbig, Lanny Fitch, and Osman Alawiye

"Assessment of student achievement has become the hallmark of many reform efforts."
Michael Trevisan

We are all aware of the National movement to reform education. For those in the State of Washington, the movement started in 1993 when the State formed The Commission for Student Learning to develop academic standards for our K-12 schools. Central Washington University teacher preparation programs have relied heavily upon the report of The National Commission on Teaching and America's Future. This report challenges colleges and universities to reinvent teacher preparation with particular care given to creating partnerships with school districts.

With a statewide mission to prepare effective teachers who demonstrate a positive impact on K-12 student learning, Washington has developed a set of 24 standards for our teacher preparation programs. The Conceptual Framework of constructivism for teaching and learning at Central Washington University encouraged the adding of two additional standards.

There are three State requirements that underlie the state standards for teacher preparation. Every program is to be: 1. performance-based; 2. integrate theory into practice. 3. provide substantial field experience so students acquire the culture of teaching. The teacher preparation efforts at Central Washington University have created two pilot programs to respond to the state mandate. The undergraduate and graduate models are performance/field based with a yearlong internship. Both models are committed to an instructionally relevant, performance-based assessment system that prepare beginning teachers for a similar K-12 system.

Undergraduate Performance and Field-based Programs

Central Washington University has piloted a undergraduate performance and field-based teacher preparation program at three geographical sites. The pilots are occurring in partnership with the Bellevue, Eastmont, and Ellensburg school districts in the State of Washington.

Program Structure

The three undergraduate pilots are two-year programs. Teacher candidates engage in learning of theory, knowledge and skills for the elementary teaching major and if necessary, the accompanying endorsement minor in the first academic year. During the second academic year the teacher candidates engage in a yearlong internship in partnership with a public school placement. The yearlong internship is integrated with

pedagogical learning that leads to the teaching certificate. Learning for year two is assessed by way of performance-based standards.

Graduate Master's Certification Program

Central Washington University has piloted a one-year teacher preparation program. The program allows students, who have endorseable bachelor degrees in content area disciplines to focus on certification pedagogy, which is integrated with a yearlong internship in the public schools.

Program Structure

The Master's Certification Program components include:

1. Twenty-four State standards mandated for teacher certification in Washington State. (WAC 180-78A-165 (1-c to 1-v), NCATE I.D. (1-2) Appendix A

2. Two additional standards added by the College of Education and Professional Students at Central Washington University (Appendix A)

3. A yearlong internship in partnership with public schools

4. Learning clusters are based on a performance-based assessment

5. A comprehensive mentor-intern relationship.

6. A Master's degree research thesis or project

"The Principles of Total Quality Management Assume That Data Gathering Is An Integral Part Of The Decision Making Process. Assessment Can Provide That Data."

James C. Leffler

Assessment Strategies for the Undergraduate Teacher Preparation Program

Using Portfolios for Assessment

Portfolios are used in the undergraduate program as a means of authentic assessment and reflection in evaluating both the effectiveness of a teacher candidate and the teacher

preparation program. Additionally, portfolios provide feedback to student interns so that the teacher candidates may improve their teaching and level of professionalism. Barton et al (1994) have suggested that the ongoing nature of the portfolio development process gives both students and faculty an opportunity to reflect on student growth and developmental change throughout the course of the teacher preparation program.

Construction of a Portfolio Model

One of the goals of the undergraduate performance/field-based program is to give students more ownership for their own learning. The construction of the portfolio allows the students to demonstrate their knowledge and skill of specific learner outcomes and articulate the knowledge and skill to the practical setting.

There was a desire for distinguishing characteristics and standardization in the construction of the portfolios. Efforts were made to have the student interns understand the purpose of the portfolio and requirements of including certain mandated items in the portfolio. Mandated items on the coversheet document include:

1. Instructional Learner Outcomes
2. Performance/Assessment Indicators
3. Multiple artifacts examples collected over time
4. A caption statement describing what the evidence is, why it is evidence, and what the evidence demonstrates

Difficulties in Using Portfolios

Barton et al (1993) maintain that the lack of clearly established procedures and criteria for assessing the evidence that students include in their portfolios is not uncommon. In fact, there is no definitive approach found in the literature for assessing portfolio materials. Even with developed assessment rubrics subjectivity in evaluating portfolios is problematic. One strategy for making the evaluation of the portfolio more reliable was for us to use a three-point Likert scale on which to identify characteristics of performance. The three levels of the assessment rubric are: 1.) Below expectations for a beginning teacher; 2.) Meets expectations for a beginning teacher; 3.) Above expectations for a beginning teacher. Appendix C.

Assessment Plan for the Internship

Students compile evidence of their competency with the student learning outcomes in portfolios. The teacher candidates submit evidence throughout the year and receive feedback on each assignment/component of their portfolio. Each internship performance indicator either alone or in combination, will be tied to an assessment area. Assessment areas correspond to the twenty four State Standards required for teacher certification and the two additional standards added by Central Washington University (Service Learning and Communication Skills)

The Assessment Areas for the Internship include:

1) Writing
2) Oral Communication
3) Technology
4) Lesson Planning
5) Curriculum Design and Selection
6) Reflection in Journals and Seminar
7) Teaching Demonstration
8) Parent Conferencing
9) Assessment Planning
10) Service Learning
11) Collaboration and Learning Activity Planning
12) Classroom and Behavior Management

For each assessment area, the following issues are outlined.

When the assessment area will be assessed
Who is responsible for the assessment
Assessment procedure
Rubrics or criteria on which assessment judgements will be based

Portfolio development is reflective by nature and the intern's view of what teaching is enlarges. Such reflections go well beyond traditional methods of teacher evaluation to promote a view of teaching that is developmental in nature; one that also considers teaching processes and teacher growth. A teacher portfolio can supply additional quality information not available from the traditional sources of student evaluation i.e. questionnaires, classroom observations and resumes.

" It Is The Responsibility Of Those Providing The Data To Help Those Asking Questions Clarify Their Purposes."

James C. Leffler

Assessment of Graduate Program

Assessment of students in the Master's /Certification program focus on program standards, the yearlong internship, reflective journals, the Master's thesis/project and the portfolio.

Program Standards

Program Standards are build around the certification standards for the State of Washington. Each program standard is broken down into corresponding learner outcomes

and performance indicators that demonstrate attainment of the outcome and standard. Students help develop the specific learnings for each program standard and develop a corresponding capacity matrix. The matrix is developed using the students; current knowledge about what they need to learn in a program standard and input from experts in the field gathered by the students. The capacity matrix also includes an area on which the students indicate the level of learning for each item included. The levels of learning are patterned after Bloom's Taxonomy and include Information, Knowledge, Know-How, and Wisdom. It is essential that students understand these levels well before they can judge the level of their own learning. The capacity matrix also includes a section for each learning where the student cites the references in their 3-D Portfolio that provides evidence of the learning. Three-D stands for Document, Demonstrate or Defend. Appendix D.

Reflective Journals

Reflective Journals provide further evidence of the student's mastery of the program standards. Journals also serve as the primary vehicle by which reflective thought, which is essential for research development. Journals are kept all year, and they are regularly read and responded to by the university faculty. Prompt journal turnaround by university faculty reinforces student learning and development.

Yearlong Internship

The internship is designed to last the entire school year with experience at the middle and high school levels. Internships begin as an observational experience with reflection. As the school year progresses the intern participates in guided practice with single students and then with small groups. Depending on developmental progress students begin to teach portions of lessons or whole lessons. Spring quarter for most interns is used for practicing co-teaching and taking full responsibility for the classroom. Support from the university supervisor, the mentor teacher and building principal, provides guidance during the internship. The reflective journals are also an excellent guide as to how the internship is going day to day.

The students during the internship can address many of the Standard Learner Outcomes. During winter and spring quarter many of the Performance Indicators are signed-off by the mentor teacher. While the student intern is practice teaching the university faculty use the Pathwise Instruction and Reflection Profile form from the Educational Testing Service. It is used because of the reflection it requires of the student intern and because of the close connection with Charlotte Danielson's "A Framework for Teaching."

Portfolios

Portfolios are an essential piece of the assessment process. Interns collect and present evidence as to how learner outcomes and performance indicators are met. The portfolio can best be described as a combination of a working and an assessment portfolio. It is

from this document that interns will make selections to develop their best works portfolio that will be used in seeking a teaching position. The interns include materials related to the program standards and other evidence that reveals growth and development towards becoming a beginning teacher. Portfolio Standards review conferences are held at the conclusion of each quarter. Core faculty members meet with small groups of three or four interns. The interns present the sections of the portfolio, which pertain to the program standards of focus for the current term. By doing the presentations in-groups interns learn from each other as materials are presented and prove accountability to core faculty. Many discussions develop among all participants in these sessions and students become more articulate in the process.

Master's Thesis/Project

The Master's Thesis/Project reflects the research orientation of the student's experience. The Thesis/Project is the culminating product that provides scholarly evidence that the student has applied knowledge, theory and skill of research methods. A topic that addresses a question or curiosity of particular interest to the intern is generated. Research is carried on throughout the academic year and is completed during the summer following the yearlong internship. The intern presents the final product to a graduate committee, peers, and to a campus wide colloquium.

Summary

The assessment strategies for the undergraduate and master's certification program are designed to provide a web of interconnected opportunities for students to demonstrate developmental progress. University faculty also use the assessment strategies to judge the progress of student interns and make appropriate individual and group interventions. The interventions in turn maximize the learning opportunities of the students and core faculty. The results are beginning teachers that have experienced much of what would make up the induction year of most first year teachers.

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Appendix A

Twenty-four Washington State Teacher Preparation Standards

1) Acquire the social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools. WAC 180-78A-165 (1) (c) NCATE I.D. 1

2) Impact of technological and societal changes on schools. WAC 180-78A-165-(1) (d) NCATE I.D. 1

3) Theories of Human Development and Learning WAC 180-78A-165 (1) (e)

4) Inquiry and Research WAC 180-78A-165 (1) (f) NCATE I.D. 1

5) School Law and Educational Policy WAC 180-78A-165 (1) (g) NCATE I.D. 1

6) Issues Related to Abuse WAC 180-78A-165 (1) (t)

7) Professional Ethics WAC 180 78A-165 (1) (h) NCATE I.D. 1

8) Responsibilities, structure and activities of the profession. WAC 180-78A-165 (1) (I) NCATE I.D. 1

9) Research and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students. WAC 180-78A-165 (1) (j) NCATE I.D. 2

10) Different student approaches to learning for creating instructional for creating instructional opportunities adapted to learners from diverse cultural backgrounds and with exceptionalities. WAC 180-78A-165 (1)(k) NCATE I.D. 2

11) Variety of instructional strategies for developing critical thinking, problem solving, and performance skills. WAC 180-78A-165 (1)(l) NCATE I.D. 2

12) Individual and group motivation for encouraging positive social interaction, active engagement in learning and self-motivation. WAC 180-78A-165 (1)(I) NCATE I.D. 2

13) Effective verbal, nonverbal, and media communications, and supportive interactions in the classrooms. WAC 180-78A-165 (ii)

14) Planning and manamement of instruction based on knowledge of the content area, the community, and curriculum goals. WAC 180-78A-165 (n) NCATE I.D. 2

15) Subject matter content for endorsement area WAC 180-78A-165 (b) WAC 180-79A

16) Formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the learner. WAC 180-78A-165 (0) NCATE I.D. 2.

17) Collaboration with school colleagues, parents, and agencies in the larger community for supporting students' learning and well-being. WAC 180-78A-165 (p) NCATE I.D. 2

18) Effective interactions with parents for supporting students' learning and well-being. WAC 180-78A-165 (q) NCATE I.D. 2

19) The opportunity for candidates to reflect on their teaching and its effects on student growth and learning. WAC 180-78A-165 (r) NCATE I.D. 2

20) Educational technology, including the use of computer and other technologies in instruction, assessment, and professional productivity. WAC 180-78A-165 (s) NCATE I.D. 2

21) State goals and essential academic learning requirements. WAC 180-78A-165 (a)

22) Classroom management and discipline. WAC 180-78A-165 (m)

23) Strategies for effective participation in group decision making. WAC 180-78A-165 (u)

24) Standards, criteria, and other requirements for obtaining professional certificate. WAC 180-78A-165 (v)

Appendix B

Two Additional Central Washington Standards for Teacher Preparation

1) Service Learning.

2) Oral and written communication skills.

Appendix C

Matrix Template (see attached)

Appendix D

Specific Learning Capacity Matrix Template (see attached)

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Dr. Osman Alawiye is Professor and Chair for the Curriculum and Supervision Department in the College of Education and Professional Studies at Central Washington University.

Appendix C

INTERNSHIP CAPACITY MATRIX

DRAFT - 11/99

Developed by Dr. Landon A. Fitch

Name: _____

			THE LEARNING PROCESS			
			Information/ Knowledge	Know-How	Wisdom	
AIM/RESULT	CAPACITY	BREAKDOWN	Below Expectations for Beginning Teacher	Meets Expectations for Beginning Teacher	Exceeds Expectations for Beginning Teacher	3-D PORTFOLIO ENTRY
1. Written communication	1.1. Produces Written Documents that meet "reasonable" standards with respect to a) reasoning, and b) writing style and clarity.	Reasoning				
		Clarity				
		Grammar				
		Mechanics				
	1.2. Employs effective skills in communicating within the school (e.g., giving honest feedback) and outside of school constituencies including parents, social agencies, and colleagues (e.g., parent letters, leading conferences, talking with parents about problems).	Reasoning				
		Clarity				
		Grammar				
		Mechanics				
2. Oral Communication	2.1. Communicates orally in ways that meet "reasonable" standards with respect to a) reasoning, and b) grammatical style and clarity.	Reasoning				
		Communication				
		Grammar				
3. Technology/ Mathematical Tool Use	3.1. Uses mathematical tools correctly and proficiently to conduct school business.	Compute. Grades				

Appendix D

CENTRAL WASHINGTON UNIVERSITY
TEACHER PREPARATION CAPACITY MATRIX

Prepared by Dr Landon A Fitch

Learner's Name: _____

Page: ____

Focus: Legalities/Morals

				LEARNING PROCESS								
				INFORMATION	KNOWLEDGE	KNOW-HOW	WISDOM					
AIM/RESULT	CAPACITY	CAPACITY BREAKDOWN	TOTAL	Data	Understanding/Comprehension	Application	Analysis	Judgment	Synthesis	Appreciation/Evaluation	3-D PORTFOLIO ENTRY
	Legalities	Examine education court cases									
		Who makes the rules									
		Hierarchy in the political process									
		Familiarity with public policy									
		Retention laws from state to state									
		Evolution of bilingual education									
	Morals	School intervention with social concerns									
		i.e. pregnancy alcohol									
		Moral standards for teachers									